



Lady's Island Elementary

73 Chowan Creek Bluff
Beaufort, SC 29907

Grades	PK-5 Elementary School	
Enrollment	429 Students	
Principal	Mr. Terry T. Dingle	843-322-2276
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Good	Good
2005	Average	Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

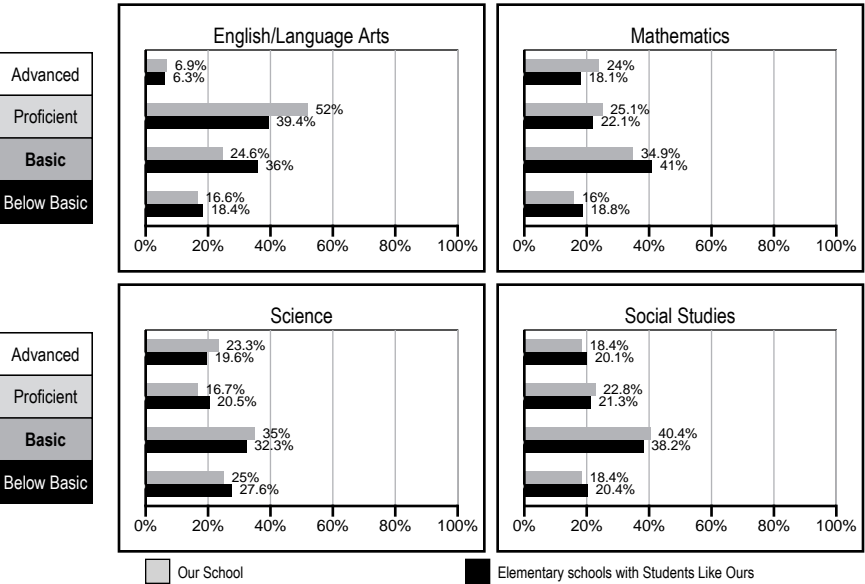
96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	15	57	7	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=429)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 4.0%	2.1%	2.3%
Attendance rate	96.4%	No Change	96.4%	96.3%
Eligible for gifted and talented	32.7%	Down from 33.2%	14.7%	10.4%
With disabilities other than speech	5.2%	Down from 5.6%	7.0%	7.5%
Older than usual for grade	1.5%	Up from 1.0%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	87.1%	Up from 84.4%	58.5%	56.7%
Continuing contract teachers	83.9%	Up from 78.1%	79.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.4%	Up from 88.9%	89.2%	86.4%
Teacher attendance rate	94.2%	Down from 94.6%	94.9%	94.9%
Average teacher salary	\$49,957	Up 8.0%	\$46,279	\$45,345
Professional development days/teacher	8.9 days	Down from 10.2 days	12.9 days	12.6 days
School				
Principal's years at school	1.0	Down from 8.0	4.5	4.0
Student-teacher ratio in core subjects	22.5 to 1	N/R	19.4 to 1	18.5 to 1
Prime instructional time	88.8%	Down from 89.1%	90.2%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$7,609	Up 2.1%	\$6,448	\$7,052
Percent of expenditures for instruction*	71.8%	Down from 74.3%	69.3%	69.1%
Percent of expenditures for teacher salaries*	69.6%	Down from 71.8%	65.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Greetings go to all parents, students, and community stakeholders of Lady's Island Elementary School.

This year proved to be challenging yet rewarding. With the addition of a new principal, the faculty, students, and community continued to work together in a successful manner. This was our eighth full year being an arts-infused school, our seventh year as school of choice, and our sixth year on the year-round calendar. Several of our students won local writing contests, and our strings program and show choir continued to play to audiences across the Lowcountry. The music program produced students honored in local choruses and orchestras. We continue to implement a PK class as well as a multiage K/1 class for high-achieving kindergartners. Alphabet Junction was mostly implemented by volunteers but was quite effective in addressing weaknesses in several Kindergarten students. The Brain Booster program was implemented to introduce higher-order thinking skills to second grade students. Our Gifted and Talented program was expanded to meet the academic needs of twice as many GT students than last year. Over 150 students attend our school due to our school of choice status. Students earned well over 20,000 Accelerated Reader points, which is a testament to the focus the teachers and families have placed on reading here at Lady's Island Elementary. Nearly 90% of our teachers have their Master's Degree or higher.

A new school-wide uniform policy went into effect this school year. Throughout the year, compliance to the policy remained at around 95% or higher. The arts-infused curriculum provided opportunities for teachers to implement differentiated instruction in the form of dance, art, music, and drama. The arts teachers collaborated with the classroom teachers to provide varied instruction that tied in appropriately with the South Carolina State Standards. With curriculum mapping and various forms of assessment, our students received the best instruction available.

Here at Lady's Island Elementary, we value the family. As a small community school we understand the important role we play in the lives of our students and families. As we address the challenges of space issues, budget restraints, building maintenance, and communication, we never forget to keep the student's need at the top of our list of priorities.

We encourage family members as well as the community to support the teachers and faculty in the education of our young men and women so they can become leaders in our community and productive citizens in our society as a whole.

Mr. Terry Dingle, Principal 2007-2008
Mrs. Cassie Guynup, SIC President 2007-2008

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	62	52
Percent satisfied with learning environment	88.5%	98.4%	94.1%
Percent satisfied with social and physical environment	100.0%	95.2%	96.0%
Percent satisfied with school-home relations	80.0%	93.4%	92.0%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	191	100	16.1	24.7	52.3	6.9	68.4	47.3	48.2	Yes	Yes
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Gender

Male	89	100	24.1	21.5	50.6	3.8	62	40.8	41.7	N/A	N/A
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Female	102	100	9.5	27.4	53.7	9.5	73.7	54.2	55	N/A	N/A
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Racial/Ethnic Group

White	97	100	10	16.7	62.2	11.1	81.1	65.1	60	Yes	Yes
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African American	67	100	23.3	36.7	36.7	3.3	51.7	30.2	31.7	Yes	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
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Hispanic	19	100	18.8	31.3	50	0	62.5	34.3	38.4	I/S	I/S
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
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Disability Status

Disabled	18	100	66.7	33.3	0	0	13.3	12.9	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	14	100	25	25	50	0	58.3	30.2	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	110	100	23.7	32	40.2	4.1	57.7	32.3	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	191	100	15.5	35.1	25.3	24.1	59.2	41.7	45.8	Yes	Yes
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Gender

Male	89	100	17.7	36.7	21.5	24.1	58.2	42.3	45.6	N/A	N/A
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Female	102	100	13.7	33.7	28.4	24.2	60	41	45.9	N/A	N/A
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Racial/Ethnic Group

White	97	100	6.7	24.4	28.9	40	74.4	60.6	59	Yes	Yes
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African American	67	100	26.7	48.3	18.3	6.7	40	22.7	26.9	Yes	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
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Hispanic	19	100	25	43.8	25	6.3	37.5	30	38.1	I/S	I/S
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
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Disability Status

Disabled	18	100	60	40	0	0	0	14.1	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	14	100	16.7	41.7	41.7	0	41.7	26.2	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	110	100	23.7	41.2	25.8	9.3	45.4	26.1	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	131	100	24.4	35.3	16.8	23.5	40.3	30.8	35.7	96.4	96.3
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Gender

Male	56	100	24.5	38.8	14.3	22.4	36.7	32.8	37.4	96.5	96.2
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Female	75	100	24.3	32.9	18.6	24.3	42.9	28.7	33.8	96.4	96.4
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Racial/Ethnic Group

White	65	100	11.3	29	21	38.7	59.7	49.4	49.2	96.2	96.2
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African American	44	100	50	36.8	7.9	5.3	13.2	12.7	17	96.7	96.3
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	95.9	96.7
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Hispanic	16	100	23.1	53.8	15.4	7.7	23.1	17.4	24.9	96.4	96.6
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	97.6	96.1
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Disability Status

Disabled	12	100	70	30	0	0	0	11.7	14	95.8	95.6
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
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English Proficiency

Limited English Proficient	12	100	30	50	10	10	20	14.5	24.4	96.8	96.7
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Socio-Economic Status

Subsided meals	73	100	39.1	40.6	9.4	10.9	20.3	15.9	21.1	96.2	96.1
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Social Studies

All Students	127	100	18.4	40.4	22.8	18.4	41.2	28	34	96.4	96.3
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Gender

Male	62	100	20.4	44.4	14.8	20.4	35.2	30	36.6	96.5	96.2
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Female	65	100	16.7	36.7	30	16.7	46.7	25.8	31.3	96.4	96.4
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Racial/Ethnic Group

White	64	100	8.5	35.6	28.8	27.1	55.9	42.3	44.5	96.2	96.2
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African American	48	100	33.3	47.6	14.3	4.8	19	13.4	19.1	96.7	96.3
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	95.9	96.7
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Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	19.4	27.5	96.4	96.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.6	96.1
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Disability Status

Disabled	12	100	44.4	33.3	22.2	0	22.2	10	14.4	95.8	95.6
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	96.8	96.7
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Socio-Economic Status

Subsided meals	75	100	32.3	40	18.5	9.2	27.7	14.9	21	96.2	96.1
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	72	100	11.9	20.9	58.2	9	67.2
	4	67	98.5	19.6	28.6	42.9	8.9	51.8
	5	57	98.3	18.9	49.1	26.4	5.7	32.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	7.7	23.1	61.5	7.7	69.2
	4	69	100	18	18	50.8	13.1	63.9
	5	65	100	21.3	32.8	45.9	0	45.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	72	100	13.4	37.3	37.3	11.9	49.3
	4	67	98.5	10.7	48.2	17.9	23.2	41.1
	5	57	98.3	11.3	50.9	17	20.8	37.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	17.3	38.5	25	19.2	44.2
	4	69	100	19.7	23	26.2	31.1	57.4
	5	65	100	9.8	44.3	24.6	21.3	45.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	36	100	28.6	34.3	34.3	2.9	37.1
	4	67	98.5	32.1	33.9	12.5	21.4	33.9
	5	28	96.4	46.2	30.8	7.7	15.4	23.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	29	100	37	29.6	18.5	14.8	33.3
	4	68	100	18.3	36.7	25	20	45
	5	34	100	25	37.5	0	37.5	37.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	36	100	21.9	43.8	18.8	15.6	34.4
	4	67	98.5	21.4	39.3	21.4	17.9	39.3
	5	29	96.6	22.2	48.1	11.1	18.5	29.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	4	60	20	16	36
	4	68	100	20	35	26.7	18.3	45
	5	31	100	27.6	34.5	17.2	20.7	37.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

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